

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	<b>Glasshouses Primary School</b>
Number of pupils in school	<b>70</b>
Proportion (%) of pupil premium eligible pupils	<b>13%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	2021-22
Date for next review	<b>March 2022</b>
Statement authorised by	September 2021
Pupil premium lead	Nicola Wilkinson
Governor / Trustee lead	Christine Scaife

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	9 x £1345 = <b>£12,105</b>
Recovery premium funding allocation this academic year	£1620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£13,725</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium pupils at Glasshouse's School, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs and remove barriers to their learning.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Glasshouses School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading outcomes across schools, especially for PP and SEN pupils are below age expected, and low in comparison with peers.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Limited life experiences and opportunities to join in enrichment opportunities due to circumstances, including the Covid pandemic.
4	Some disadvantaged pupils have lower attendance due to low importance of school for some parents.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected progress in all subjects, especially reading.	Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages and mental maths for PP pupils
Pupils access a wide range of interventions to meet their SEND needs, including SEMH needs through our specialist provision.	Barriers to learning will be addresses, therefore PP and SEND pupils make expected progress or exceed their targets set in R,W,M.
An intensive home school link service will be provided by to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

**Budgeted cost: £ 4200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and TAs - CPD focussed on how children learn and on high quality teaching across the whole school.	Speech and language is one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Our intent has a focus on the importance of spoken language and improving pupils' use and understanding of vocabulary.	1, 2

<p>Reading has been identified as a whole school priority – attainment in reading as well as a developing a love of reading.</p>	<p>Staff CPD on pedagogical approaches to teaching reading - agreed in the English Intent.</p> <p>The previous reading scheme was not fit for purpose - £3000 spent on new reading scheme resources, new phonically decodable books in EYFS and KS1.</p> <p>£500 spent on buying a set of core books for each year group – high quality and language rich literature.</p>	<p>1, 2, 3, 4</p>
<p>Little Wandle (DfE validated Phonics programme purchased to ensure consistency and the delivery of a high quality phonics programme</p>	<p>£700 sent on a validated phonic programme – ensuring teacher subject knowledge and the appropriate delivery of a high quality and validated phonics programme.</p> <p><b>Writing is an area that has been particularly affected by school closures.</b></p> <p><b>Y2 and pupils in Y3 have not has a full KS1 access to phonics.</b></p>	<p>1, 2, 3</p>

## Targeted academic support (for example structured interventions)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Nurture Hub to meet the SEMH needs of the most vulnerable pupils in school.</li> </ul>	<ul style="list-style-type: none"> <li>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> <li>Boxall reports from before and after SEMH intervention will show that this intervention has the desired impact on the wellbeing of the pupil as well as an impact on their attainment.</li> </ul>	<p>1, 2, 3, 4</p>
<ul style="list-style-type: none"> <li>Quality first teaching for all pupils.</li> <li>TA CPD is ongoing for Maths and English by leads</li> <li>Maths and English are high priority on school development plan and CPD plan.</li> </ul>	<ul style="list-style-type: none"> <li>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>Training and supporting highly qualified teachers deliver targeted support.</li> </ul>	<p>1,2</p>

<ul style="list-style-type: none"> <li>• Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</li> </ul>		
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> <li>• Reading Plus</li> <li>• Purple Mash</li> <li>• Times tables Rock stars</li> <li>• ADL – dyslexia (and dyslexic tendencies) app</li> </ul>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1,2,5
<ul style="list-style-type: none"> <li>• HLTA delivers interventions 0.4 days a week to pupils identified as in need.</li> <li>• Speech and language therapist support for HLTAs to plan and deliver speech interventions</li> <li>• Lego Therapy</li> <li>• Time to Talk</li> </ul>	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge – SEMH hub, NYCC training for Lego Therapy.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health – Boxall assessments used to establish vulnerable pupils who will benefit from intervention.</li> <li>• EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul> </li> </ul>	1,2

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Full time Home School Link Worker</li> <li>• HSLW contacts all new families as join,</li> </ul>	Parent surveys	1,5

<p>finds out needs and circumstances and offers support. Consent form filled in.</p> <ul style="list-style-type: none"> <li>• Register of families and level of support required.</li> <li>• PP families receive a weekly call off HSLW and offers of support.</li> <li>• Home visits</li> <li>• Signposting for support</li> <li>• HSLW attends TAF, CIN, CP meetings</li> </ul>	<p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p>	
<ul style="list-style-type: none"> <li>• FSW phoned families at 9.10 am if pupil not in school and offers support.</li> <li>• FSW work closely with the DSL for attendance, pupils below 96% are identified and protocols followed.</li> </ul>	<p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress at the Federation due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	1,4
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Essential experiences built into Dimensions curriculum</li> <li>• Reduction in cost of trips for PP</li> <li>• Residential trip cost is greatly reduced for PP</li> <li>• Sports events promoted to PP are encouraged to attend</li> <li>• Outdoor learning encouraged</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	3

	EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Covid from March 2020 – March 2021** led to National tests being cancelled in July 2020 and 2021 – there is therefore no national data. Internal assessments show that pupil progress for July 2021 showed that most pupils were not working at age expected. Key Stage One and upper Key Stage 2 are particularly vulnerable in terms of gaps in learning.

Leading up to lockdown (March 20<sup>th</sup> 2020) pupils were fully engaging in a wide range of trips and experiences – see Facebook page to show photos.

FSM children had reduced contributions to trips and music lessons.

FSM children engaged in cultural and many PE activities – see PE funding report, SMSC gold award achieved June 2021.

Mrs. Romilly, home school link worker, has supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support.

Mrs. Romilly attended multi agency and safeguarding team meetings to support the child and family.

Mrs., Romilly was particularly involved with a pupil who went through a period of school avoidance and she worked with the family to get to the root of the problem and support the family. With social distancing in place, she has dealt with parent concerns and followed up any missing children.

### Externally provided programmes

Programme	Provider
Purple Mash	2 Simple
Reading Plus	Reading Solutions
Little Wandle	Collins
TTS Rockstars	
IDL	British Dyslexia Association